

CONVERSATIONAL SHADOWING IN NS-NSS INTERACTION AND THE EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE

by Teguh Saputro

Submission date: 29-Jan-2019 05:53PM (UTC-0800)

Submission ID: 1070353917

File name: Full_Paper_TEFLIN2016_Teguh_Hadi_Saputro.docx (35.23K)

Word count: 2948

Character count: 16273

CONVERSATIONAL SHADOWING IN NS-NSS INTERACTION AND THE EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE

Teguh Hadi Saputro, S.Pd., M.A.

teguhhadisaputro@umm.ac.id

University of Muhammadiyah Malang
Jl. Raya Tlogomas No. 246 Malang, East Java, Indonesia

Abstract

It is important for both ESL and EFL teachers to continuously explore new and effective teaching techniques to improve their learners' proficiency. In terms of improving the learners' oral performance, conversational shadowing can serve as a technique that can be taught to ESL or EFL learners. It has been found to be beneficial to learners. When they shadow a native speaker, they are likely to engage in more brain's processing through an input-output process that yields attention and retention of materials in memory. Meanwhile, as a native speaker shadows them, they might benefit from the occurrence of negative feedbacks and uptakes. Hence, **this study attempts to explore more on conversational shadowing and, thus, is designed to investigate the following research questions: (1) Does conversational shadowing provide the salient opportunity for negative feedbacks and uptakes? (2) What are the linguistic areas covered by negative feedbacks and uptakes through conversational shadowing?** The participants consisted of two EFL learners (RA and IN) and an English native speakers (BN) who involved in communicative shadowing tasks and were interviewed after completing the tasks. All the participants' interactions during performing the tasks and interviews were recorded and analyzed so as to answer the research questions. The result showed that negative feedbacks and uptakes were found when the native speaker (BN) acted as the shadower but did not occur when he acted as the lead speaker. Fifteen negative feedbacks which were offered by BN and followed by eleven uptakes by RA and IN covered three linguistics areas; five in the area of pronunciation, nine in the **area of grammar, and one in the area of vocabulary.** Interestingly, four negative feedbacks which failed to result in the uptakes were in the area of grammar. Further, based on the interview, both RA and IN stated that conversational shadowing helped them learn English in terms of oral performance and, with regard to uptakes, they, to some extent, noticed their erroneous utterance from the response (negative feedback) of BN.

Keywords : learners' oral performance, conversational shadowing, native speakers, non-native speakers, negative feedback, uptakes

Introduction

It is important for both ESL and EFL teachers to continuously explore new and effective teaching techniques to improve their learners' proficiency. In terms of improving the learners' oral performance, Murphey (2001) introduces conversational shadowing as a technique that can be taught to ESL or EFL learners. One of the findings implies that the conversational shadowing which comprises complete, selective and interactive shadowing is claimed to facilitate learning processes through negative feedbacks and uptakes. It indicates

benefits gained not only when learners shadow a native speaker (NS), but also when a NS shadows them. When they shadow a NS, they are likely to engage in more brain's processing through an input-output process that yields attention and retention of materials in memory (Atkinson and Shiffrin, 1968). Meanwhile, as the NS shadows them, they might benefit from the occurrence of negative feedbacks and uptakes. Negative feedbacks and uptakes are important since they indicate the evidence of learning (Nation and Newton, 2009) in the sense of promoting learners' noticing and repair (Schmidt, 1995). However, they do not seem to be the main focus of Murphey (2001). Hence, this study attempts to explore more on this matter and, thus, is designed to investigate the following research questions: (1) Does conversational shadowing provide the salient opportunity for negative feedbacks and uptakes? (2) What are the linguistic areas covered by negative feedbacks and uptakes through conversational shadowing?

Literature Review

Shadowing and Conversational Shadowing

Shadowing is defined as an activity in which learners echo what they are listening to (Tamai, 1997). Echoing is not the same as repeating in the sense that echoing means vocalizing an utterance at almost the same time the utterance is heard. Further, shadowing is known to be a technique used in interpreter training that benefits the simultaneous interpreter in terms of their timing, listening, and short term memory skill in even pre-simultaneous phase (Lambert, 1992; Kurz, 1992). In the field of second language acquisition, some experts have found the effectiveness of shadowing technique. Stevick (1989) argues that five of the seven excellent learners in his study utilize the shadowing technique in their language learning. Moreover, Bovee and Stewart (2007) claim the positive effect of shadowing on the Japanese students' pronunciation. Apart from pronunciation, the evidence is also found that shadowing can improve the fluency of second language learners (Zakeri, 2004; Wiltshier, 2007).

Nowadays, the conversational shadowing has been introduced in the field of SLA. Unlike the common shadowing, the conversational shadowing utilizes interlocutor's speech as the source instead of the recording and allows two-direction shadowing which means that the interlocutor can also shadow the previous "shadower". Regarding the conversational shadowing, Murphey (2001) argues that conversational shadowing can be performed in some ways and, thus, introduces three types of conversational shadowing, namely complete, selective, and interactive shadowing. First, complete shadowing means that learners simply

shadow all the interlocutor's speech and runs rather mechanically. Second, selective shadowing allows the learners to selectively choose some words in shadowing the interlocutor's speech. And, third, interactive shadowing is mostly similar to selective one with interactive markers, such as comments and questions, which make the interaction run as a natural conversation. In this study, conversational shadowing has been proven to effectively promote negative feedbacks and uptakes, negotiations, and more brain's processing.

Negative Feedback

Negative feedback is defined as the interlocutor's act of offering or providing correction both implicitly and explicitly as the response to erroneous utterance made by the speaker during the interaction (Ortega, 2009). Long's interaction hypothesis (1996) argues that negative feedbacks as the result of negotiations during an interaction accommodate learning since it yields interactional modification. Moreover, in NS-NSS interaction, negotiations and negative feedbacks occur more and possibly benefit the communication (Long, 1983). In terms of learning, second language learners or NNS might also benefit from this type of interaction in the sense of making interlanguage adjustments to produce comprehensible output (Pica, 1988). There are some forms of negative feedback, such as repetitions, confirmation checks, recasts, clarification requests, explicit corrections, elicitation, and several more. The negative feedback also addresses erroneous utterance in areas, such as pronunciation, vocabulary, and grammar (Ortega, 2009).

Uptake

Uptakes occur when the speaker or learner uses the negative feedbacks offered by the interlocutor to produce more accurate utterances. There is a strong argument that uptakes indicate the learner's understanding of the function of negative feedbacks given by the interlocutor (Mackey, Oliver, and Leeman, 2003) and thus lead to the learning process due to the capability of the learner to notice the gap in their interlanguage production (Schmidt, 1995).

Method

Participants

The participants consist of two EFL learners (RA and IN) and an English native speakers (BN). Both RA and IN are Indonesian native speakers pursuing bachelor and diploma degree respectively. RA is a 20-year-old female student and has been living in New

Zealand for about 2 years while IN is a 24-year-old male student with 8-month length of stay in New Zealand. Lastly, BN is a 24-year-old male student from United States and pursuing master degree in New Zealand.

Research Design

The design of the study is the replication of Murphey (2001) with different aim of study. The data are taken from the recorded speech from the interactions of each segments and two interviews. In other words, the data were the transcription speech of the interaction using conversational shadowing and the interview between the researcher and the NNS participants. From the data, the identification of occurrence of negative feedbacks and uptakes and NNS participants' information regarding those matters is reported in the form of number and description respectively. Both the number and the description are presented as the answers for the research questions.

Tasks

To carry out this study, three participants were following two stages, namely preparation and recording. In the preparation stage, the researcher introduced and explained the conversational shadowing to three participants in Room 1. Some written examples and practice are also given. Afterwards, BN (the NS) left Room 1 to Room 2 while RA and IN (NNS) stayed in Room 1 and were practicing the conversational shadowing with the researcher and the other participants in the same room. After one hour, three participants in two separated rooms were asked by the researcher to prepare two talks with the duration more or less two minutes under the topics, namely "a popular place" and "daily routine". Fifteen minutes were given to prepare their talks.

After fifteen minutes, three participants were informed that all the next activities were conducted in BN's room (Room 1) and fully recorded. The recording stage consisted of two interactive sessions which had four segments for each. After one session was finished, the researcher immediately interviewed one of the NNSs having completed his or her session in Room 3. A more detail and clear explanation of analysis stage is given in the Table 1.

Table 1 Procedure of analysis stage

Session	Participant	Segment	Topic	Lead Speaker	Shadower
1	BN and RA	1	A popular place	BN	RA
		2	A popular place	RA	BN
		3	My daily routine	BN	RA
		4	My daily routine	RA	BN
Interview with RA					
2	BN and IN	5	A popular place	BN	IN
		6	A popular place	IN	BN
		7	My daily routine	BN	IN
		8	My daily routine	IN	BN
Interview with IN					

Table 1 clearly shows that eight segments of interaction and two interviews with both NSSs were recorded in the arranged sequence. The main reason to choose “a popular place” and “my daily routine” as the topics is that both topics are considered easy and closely related to the participants. The topics and reason behind them are the same as Murphey (2001).

Result

After transcribing the recordings, the occurrence of negative feedbacks and uptakes were analyzed. The result showed that in both Session 1 and 2, negative feedbacks and uptakes were found when the BN acted as the shadower but did not occur when BN acted as the lead speaker. In other words, negative feedbacks and uptakes occurred in segment 2, 4, 6, and 8. The following table shows the summary of negative feedbacks and uptakes (See details in Appendix 2).

Table 2 The number of negative feedbacks and uptakes in Session 1 (BN and RA)

Segment	Lead Speaker	Shadower	Topic	Negative Feedback	Uptake
1	BN	RA	A popular place	0	0
2	RA	BN	A popular place	4	3
3	BN	RA	My daily routine	0	0
4	RA	BN	My daily routine	3	2
Total				7	5

Table 3 The number of negative feedbacks and uptakes in Session 2 (BN and IN)

Segment	Lead Speaker	Shadower	Topic	Negative Feedback	Uptake
5	BN	IN	A popular place	0	0
6	IN	BN	A popular place	4	3
7	BN	IN	My daily routine	0	0
8	IN	BN	My daily routine	4	3
Total				8	6

Fifteen negative feedbacks which were offered by BN and followed by eleven uptakes by RA and IN covered three linguistics areas; five in the area of pronunciation, nine in the area of grammar, and one in the area of vocabulary. Interestingly, four negative feedbacks which failed to result in the uptakes were in the area of grammar (See details in Appendix 2).

Further, based on the interview, both RA and IN said that conversational shadowing help them to learn English in terms of oral performance and, with regard to uptakes, they, to some, extent notice their erroneous utterance from the response (negative feedback) of BN.

Discussion

Many researchers believe that conversational shadowing can be a strategic teaching or learning technique to improve learners' proficiency (Stevick, 1989; Murphey, 2001; Zakeri, 2004; Wiltshier, 2007). Murphey (2001) has explored the utility of conversational shadowing in NS-NSS interaction and showed some positive findings. One of the findings suggests that conversational shadowing facilitates negative feedbacks and uptakes during the interaction. The current study, which is the replication of Murphey's study, asserts that indeed negative feedbacks and uptakes occur through the conversational shadowing in the NS-NSS interaction. Fifteen negative feedbacks and eleven uptakes are the evidence of the learning process through conversational shadowing. The evidence of learning is mainly found when the NS shadows the NSSs and applies the selective and interactive types conversational shadowing. The fact that negative feedbacks and uptakes occur more when the NS shadows the NSSs can be explained in a way that in general a NS is more sensible to the incomprehensible output made by a NSS (Long 1983; Pica, 1988). In this study, the NS performs two forms of negative feedbacks, namely clarification request and recast, through the negotiations due to comprehensibility issue faced by the NS. The comprehensibility issue is mainly caused by erroneous utterances made by the NSSs in the area of pronunciation, grammar, and vocabulary. Most of the negative feedbacks are also followed by the uptakes of the NSSs. Uptakes that follow the feedback offered by the interlocutor engage the learners in the noticing and modified output processes (Schdmit, 1995; McDonough, 2005). Beyond the research questions in this study, it is likely that the selective and interactive shadowing promote the negative feedbacks and uptakes as also stated by Murphey (2001). These types of conversational shadowing are able to create an atmosphere of a natural interaction. With regard to this matter, Long (1996) argues that natural interactions, particularly NS-NSS type, provide salient opportunity for negotiations which possibly promotes negative feedbacks and uptakes.

Summary and Conclusions

In conclusion, the conversational shadowing facilitates the learning process when ESL or EFL learners are shadowed by a NS. This study as the replication of Murphey (2001) posits the evidence of negative feedbacks and uptakes when the NSs shadow the learners. As a shadower, the NS often face incomprehensible output made by the learners or NSSs. According to this current study, the incomprehensible output is caused by some errors in the area of pronunciation, grammar, and vocabulary. In order to cope with them, the NS offers negative feedbacks so that he can continue shadowing the NSS without losing the message. As the NS offers negative feedbacks, NSSs notice his or her errors and reproduce modified output known as uptakes. This study asserts that almost all negative feedbacks are followed by uptakes which are significant in the process of learning and acquisition. Accordingly, the findings of the study solidly show the evidence of learning through conversational shadowing and, thus, suggest the significance of conversational shadowing as a teaching or learning technique in the process of learning and acquisition.

Limitations

Obviously, the number of participants is the biggest concern to generalize the findings of this study in the real practice. Thus, more participants are needed to investigate the significance of conversational shadowing in terms of accommodating negative feedbacks and uptakes since the two learners in this study do not reflect the various factors of individual difference that might contribute more insights in this field.

Implications

Conversational shadowing is believed to be able to promote NSS or learners' interlanguage adjustments which are significant for their learning and acquisition. Accordingly, ESL or EFL teachers might want to apply to this technique in their classroom. However, it is important to consider the pairing up when the teacher aims at the negative feedbacks and uptakes. In order to yield more negative feedbacks and uptakes, it is suggested that the shadower has higher proficiency than the lead speaker. Practically, it can be the teacher or learners with considerably higher level of proficiency shadowing the low-level learners.

References

- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: a proposed system and its control processes. In K. W. Spence & J. T. Spence (Eds.), *The psychology of learning and motivation: advances in research and theory* (Vol. 2, pp. 742-775). New York: Academic Press.
- Bovee, N., & Stewart, J. (2009). *The utility of shadowing*. Paper presented at the JALT2008, Tokyo.
- Kurz, I. (1992). 'Shadowing' exercises in interpreter training. In C. Dollerup & A. Loddegaard (Eds.), *Teaching translation and interpreting: training, talent and experience*. Amsterdam/Philadelphia: John Benjamins Publishing.
- Lambert, S. (1992). Shadowing. *Meta*, 37(2), 263-273.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4(2), 126-141.
- Long, M. H. (1996). The role of the linguistic environment In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). New York: Academic Press.
- Mackey, A., Oliver, R., & Leeman, J. (2003). Interactional input and the incorporation of feedback: an exploration of NS-NSS and NSS-NSS adult and child dyads. *Language Learning*, 53, 325-368.
- Murphey, T. (2001). Exploring conversational shadowing. *Language Teaching Research*, 5(2), 128-155.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Pica, T. (1988). Interlanguage adjustments as an outcome of NS-NSS negotiated interaction. *Language Learning*, 38(1), 45-73.
- Schmidt, R. (1995). Consciousness and foreign language learning: a tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning* (pp. 1-63). Honolulu, HA: National Foreign Language Resource Center.
- Stevick, E. (1989). *Success with foreign languages: seven who achieved it and what worked for them*. New York: Prentice Hall.
- Tamai, K. (1997). The effectiveness of shadowing and listening process. *Current English Studies*, 36, 105-116.

Wiltshier, J. (2007). *Fluency through shadowing-what, why, and how?* Paper presented at the JALT2006, Tokyo.

Zakeri, E. (2014). The effect of shadowing on EFL learners' oral performance in terms of fluency. *International Journal of English Language Teaching*, 2(1), 21-26.

CONVERSATIONAL SHADOWING IN NS-NSS INTERACTION AND THE EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE

ORIGINALITY REPORT

1 %	1 %	1 %	0 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Hideki Sumiyoshi, Chavalin Svetanant. "Motivation and attitude towards shadowing: learners perspectives in Japanese as a foreign language", Asian-Pacific Journal of Second and Foreign Language Education, 2017 Publication	1 %
2	"Applying Conversation Analysis", Springer Nature, 2005 Publication	1 %

Exclude quotes	On	Exclude matches	< 1 %
Exclude bibliography	On		